

Dental Career Exploration Curriculum



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Curriculum Structure

The *Dental Career Exploration Curriculum* is composed of the following lessons. Approximate lesson times are included.

Lesson	Title	Approximate Time
One	Dental Assistsant	60-75 minutes
Two	Dental Hygienist	65-85 minutes
Three	Dentist	55-75 minutes
Four	Orthodontic Career	70-85 minutes
Five	Oral and Maxillofacial Surgeon	65-75 minutes
	Total	5.5-6.5 hours

Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table, listing the lesson activities, materials required, suggested preparation steps, and approximate class time.

Lesson Sections

The actual lesson follows the overview, which will contain some of the sections described below.

FOCUS

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, a game, a review of previous lesson information, or a demonstration. During this activity, participants are introduced to the topic of the lesson.

LEARN

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

REVIEW

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

Lesson One – Dental Assistant

Lesson Overview

In this lesson, participants will explore an occupation as a dental assistant. Participants will learn about typical job duties, pay, job outlook, and potential for several positions relating to dental assisting.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify what a dental assistant is and does
- Compare and contrast the roles and requirements of a variety of dental careers
- Discuss the impact and job outlook of dental assistants

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• Dental assistant video (choose one) • <i>What Is a Dental Assistant? Notes Page</i>	1. Print/photocopy the <i>What is a Dental Assistant? Notes Page</i> (one per participant).	10-15 minutes
LEARN	• <i>Act It Out</i> cards • <i>Dental Assistant Skit Rubric</i> • Props for skits • Timer	1. Print/photocopy a set of the <i>Act It Out</i> cards. 2. Print/photocopy the <i>Dental Career Skit Rubric</i> (one per group).	25 minutes
REVIEW	• <i>Career Collage</i> (student workbook) • Career Collage Graffiti Space (made with a large piece of bulletin board paper (one piece for each career) • Index cards • Glue • Markers	1. Before this activity, create a large poster space for each of the careers on the <i>Career Collage</i> page. Label each space with one of the career titles on the worksheet list.	25 minutes

Lesson One – Dental Assistant

FOCUS: What Is It?

10-15 minutes

Purpose:

Participants gain an overview of what a dental assistant is.

Materials:

- Dental assistant video (choose one)
- *What Is a Dental Assistant? Notes Page*

Facilitation Steps:

1. Share these statistics with the participants:
 - About 56,400 openings for dental assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
 - Some states require assistants to graduate from an accredited program and pass an exam. In other states, there are no formal educational requirements, and dental assistants learn through on-the-job training.

2. What is a dental assistant?

Define it for students. According to the Bureau of Labor Statistics: *Dental assistants perform limited clinical duties under the direction of a dentist. Clinical duties may include equipment preparation and sterilization, preparing patients for treatment, assisting the dentist during treatment, and providing patients with instructions for oral healthcare procedures. May perform administrative duties, such as scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes.*

Ask participants for what they think are the benefits of working as a dental assistant. Explain that they are going to watch a short video that introduces them to dental assisting education. Give students the *What Is a Dental Assistant? Notes Page*.

3. Play a few dental assistant videos of your choice. Here are a few suggestions, but there are many more available on YouTube.

https://www.youtube.com/watch?v=i_MiR5_iyBM

<https://www.youtube.com/watch?v=ZxUW49f4ZCo>

<https://www.youtube.com/watch?v=q55aZY2BOMU>

If you choose not to watch the video, you can have participants complete the note page using their own research or opinions on the answers.

4. After the video is done, go through the *What is a Dental Assistant? Notes Page*, and ask participants to share answers.

What is a Dental Assistant?

Notes Page

1. What do you think would make a good dental assistant? What qualities would a good dental assistant have?
2. How can you become a dental assistant?
3. What types of duties would you do as a dental assistant?
4. What kind of job market is there currently for dental assisting?
5. What would be the most difficult part of being a dental assistant?

Lesson One – Dental Assistant

LEARN: Adding to What You Know

25 minutes

Purpose:

The purpose of this activity is to have participants understand what it would be like to be a dental assistant working with different types of patients.

Materials:

- *Act It Out* cards
- *Dental Assistant Skit Rubric*
- Props for skits
- Timer

Facilitation Steps:

1. Divide the class into six small groups, and give each group one of the *Act It Out* cards.
2. Explain to participants that they should use the information on the card and their own research to create a short skit about that dental assistant scenario.
3. Distribute the *Dental Assistant Skit Rubric*, so participants understand what they will be held accountable for.
4. Supervise participants as they prepare their skits, and provide help with finding research online if they have additional questions that are not detailed on the *Act It Out* cards.

Encourage them to outline scenarios in the skit that show a true reflection of dental assisting.

5. After participants are finished preparing their skits, have each group act it out.
6. Following each skit, discuss that group's specific scenario.

Act It Out

Patient: Preschool-Aged Child Include in your scenario: • A 4-year-old child coming in for their first dental visit • The patient is very scared	Patient: Adult Include in your scenario: • An adult female, 35 years of age, is a new patient coming in for their first visit to this office • The female does NOT like to floss and has plaque building up
Patient: Geriatric Include in your scenario: • An aging male patient, age 84, suffering from gum disease • This patient suffers from Parkinson's, and his hands shake when he brushes his teeth	Patient: Deaf Include in your scenario: • A male patient, age 16, coming in the office for a cleaning • The patient is deaf but does use American Sign Language
Patient: Does Not Speak English Include in your scenario: • A female, age 45, comes in to have her teeth cleaned • This patient speaks Arabic	Patient: Emergency Visit Include in your scenario: • A male, age 55, arrives after scheduling an emergency visit • The patient has lost a front tooth while playing baseball

Dental Assistant Skit Rubric

	Excellent 4 points	Good 3 points	Average 2 points	Needs Improvement 1 point	Total
Accuracy	All information is accurate	Almost all information is accurate	Most information accurate	Very little information is accurate	
Role	Excellent teamwork in skit presentation – responsibility is evenly shared	Good teamwork in presentation, but one person had a bit more responsibility	Fair teamwork with one member responsible for a majority of the presentation	Little or no teamwork exhibited	
Knowledge	The skit shows a thorough understanding of all job responsibilities	The skit shows a fairly clear understanding of job responsibilities	The skit shows only a partial understanding of the job responsibilities	The skit does not reflect knowledge of the job responsibilities	
Creativity	Used several props and added several visuals, like photos or animations	Used one prop and one visual effect	Used a prop or visual effect	Used no props or visual effects	
Required Elements	The skit is appropriate for the scenario provided	The skit is mostly appropriate for the scenario provided	Half of the skit does not apply to the scenario	The skit is off the mark entirely	

20 points 100%

15 points 75%

10 points 50%

Total _____

Lesson One – Dental Assistant

REVIEW: Reflection

25 minutes

Purpose:

Participants will reflect on the different paths you can take for dental careers, often starting with becoming a dental assistant. They will do research to assess their desire for a career in one of these areas.

Materials:

- *Career Collage*
- Career Collage Graffiti Space (made with a large piece of bulletin board paper, one piece for each career)
- Index cards
- Glue
- Markers

Facilitation Steps:

1. Before this activity, create an ample poster space for each career on the *Career Collage* worksheet. Label each area with one of the career titles: periodontist, dental laboratory technician, dental supplies sales, dental office manager, dental insurance officer, medical biller, medical receptionist, dental classroom instructor, public health officer, and dental device product developer.
2. Give participants the *Career Collage* worksheet, and ask them what they think a career collage might look like.
3. Explain that each participant will choose one of the dental-related careers on the list provided.
4. Explain to participants that they will have about 15 minutes to research one of these careers and take some notes.
5. From there, participants must use the markers, index cards, and *Career Collage* worksheet to add to their Career Collage Graffiti Space.

Encourage participants to write keywords and draw related images to create a graffiti wall all about the dental career they selected. All participants will work on the graffiti wall that

goes with their chosen career, meaning multiple participants will be working individually but on the same graffiti wall space.

6. Allow participants time to research their selected careers, and then use the index cards and other resources to complete the Career Collage Graffiti Space.

Career Collage

Directions: Choose one of the careers listed below, and use the space provided to research key facts about the career. Collect as much information as possible to create the Career Collage Graffiti Wall. After completing the research, use the index cards, markers, etc. to add to the graffiti wall that corresponds to the career you selected from the list below. Use information from the research notes below.

Dental Career Options (choose one and circle it):

Periodontist

Dental Laboratory Technician

Dental Supplies Sales

Dental Office Manager

Dental Insurance Officer

Medical Biller

Medical Receptionist

Dental Classroom Instructor

Public Health Officer

Dental Device Product Developer

Main Duties:	Required Training:
Job Outlook:	Other:

Lesson Two – Dental Hygienist

Lesson Overview

In this lesson, participants will explore a dental hygienist career. Participants will learn about typical job duties, pay, job outlook, and potential for several positions relating to being a dental hygienist.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify what a dental hygienist is and does
- Describe what a typical day is like for a dental hygienist
- Determine if this is a career path that could be a good choice for them

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• “A Day in the Life of a Dental Hygienist” video • <i>A Day in the Life of a Dental Hygienist Notes Page</i>	1. Print/photocopy <i>A Day in the Life of a Dental Hygienist Notes Page</i> (one per participant).	10-15 minutes
LEARN	• <i>Creating an Infographic: What's the Dental Hygienist Buzz?</i>	1. Print/photocopy <i>Creating an Infographic: What's the Dental Hygienist Buzz?</i> (one per participant).	30-45 minutes
REVIEW	• <i>Dental Hygienist Is/Is Not the Career for Me</i> • Infographics created and posted by participants in the LEARN portion of the lesson	1. Print/photocopy <i>Dental Assistant Is/Is Not the Career for Me</i>	25 minutes

Lesson Two – Dental Hygienist

FOCUS: What Is a Dental Hygienist?

10-15 minutes

Purpose:

The work of a dental hygienist goes a long way to prevent tooth decay and maintain a patient's oral health. The importance of having hygienists on staff cannot be understated! Students will receive an overview of just how crucial the role is to any thriving dental practice.

Materials:

- “A Day in the Life of a Dental Hygienist” video
- *A Day in the Life of a Dental Hygienist*

Facilitation Steps:

1. Share these statistics with the participants:
 - Employment of dental hygienists is projected to grow 9 percent from 2021 to 2031, faster than the average for all occupations.
 - About 16,300 openings for dental hygienists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
2. Ask participants what they think a typical day is like in the life of a dental hygienist, and give them the *A Day in the Life of a Dental Hygienist* worksheet.
3. Have participants complete the column about what they already know and what they would like to know about a career as a dental hygienist.
4. Play the “A Day in the Life of a Dental Hygienist” video. We have provided four that you can use below. However, there are many more you can find online.

<https://www.youtube.com/watch?v=4SKiWwepNDo>

https://www.youtube.com/watch?v=e0-lmUj7_Ak

<https://www.youtube.com/watch?v=4fnQOMFgWMY>

<https://www.youtube.com/watch?v=fieBLD28vuE>

It may be useful to preview the *Day in the Life of a Dental Hygienist* worksheet before watching the video. Have participants complete the third column identifying what they have learned in the video clip.

5. After the video is done, go through the *A Day in the Life of a Dental Hygienist* worksheet, and ask participants to share answers.

A Day in the Life of a Dental Hygienist Notes Page

Directions: Identify what you already know about being a dental hygienist, what you want to know, and what you have learned during the lesson.

Know	Want to Know	Learned

Lesson Two – Career as a Dental Hygienist

LEARN: Dental Hygienist Deep Dive

30-45 minutes

Purpose:

The purpose of this activity is to have participants better understand what dental hygienists do.

Materials:

- *Creating an Infographic: What's the Dental Hygienist Buzz?*
- Internet access

Facilitation Steps:

1. Distribute the *Creating an Infographic: What's the Dental Hygienist Buzz?* worksheet, and explain to participants that they will make a digital infographic about this career field.
2. Share a sample infographic, so they understand the look and feel of a typical infographic.

<https://www.deltadentalvablog.com/2020/09/how-to-become-a-dental-hygienist-2/>

<https://www.deltadentalia.com/a-healthy-life/clinic-and-provider-tips/how-to-become-a-dental-hygienist/>

3. Encourage participants to make sure their infographics include the required information. Using color, images, and a unique layout will make the infographic visually appealing for others.
4. Have participants print and post their infographics in a conspicuous location for use during the **REVIEW** part of the lesson, and allow time for participants to view their peers' infographics.

Creating an Infographic: What's the Dental Hygienist Buzz?

What is an infographic?

An infographic is a collection of pictures, charts, and text that gives an easy-to-understand overview of this occupation.

As you prepare to make your infographic digitally, use the Internet to research the following information:

- ☐ Career as a dental hygienist
- ☐ Education requirements
- ☐ Primary duties/responsibilities
- ☐ Professional organizations
- ☐ Work environment

Other requirements:

- ☐ At least one image or chart
- ☐ Neatness
- ☐ Use of some color
- ☐ Creative layout
- ☐ Large enough fonts for ease of reading

Lesson Two – Career as a Dental Hygienist

REVIEW: Reflection

20 minutes

Purpose:

Participants will reflect on what they have learned about being a dental hygienist and decide whether this career is for them.

Materials:

- *Dental Hygienist Is/Is Not the Career for Me*
- Infographics created and posted by participants in the **LEARN** portion of the lesson

Facilitation Steps:

1. Have participants access the *Dental Hygienist Is/Is Not the Career for Me* worksheet.
2. Instruct participants to review *Being a Dental Hygienist Is/Is Not the Career Field for Me*. As participants walk through the gallery and look at different participants' infographics, they will respond to facts they observe on the infographic.

Based on the number of participants/infographics to review, provide about 15 minutes for this activity.

3. Once participants have completed *Dental Hygienist Is/Is Not the Career for Me*, provide an opportunity for them to discuss what they recorded in each section of the worksheet.
4. Allow participants to share their thoughts about a career in dental hygiene before wrapping up this lesson. Specific questions might include: What would you enjoy? What would you find the most challenging?

Dental Hygienist Is/Is Not the Career for Me

Directions: Record information from the infographics in the spaces provided. Circle in the title if this career is or is not for you.

This is interesting!	Shocking info?!?!?!?	Is this for real?
I want to know more about this:	This sounds like something I would like:	I am not too sure about this:
I have a question:	I want to remember this:	Other (you choose):

Lesson Three – Dentist

Lesson Overview

Dentists diagnose and treat issues with the mouth, teeth, and gums. They also provide training and advice on dental care in order to prevent future problems, such as cavities and gum disease. Dentists may repair or remove broken teeth, take molds for dentures and other oral prosthetics, and deep clean scale and plaque from beneath the gum line. Understanding what being a dentist is like is the focal point for this lesson.

Lesson Objectives

After completing this lesson, participants will be able to:

- Compare and contrast the roles and requirements of careers in pediatric versus general dentistry
- Identify typical job duties performed by dentists on the job

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• Pediatric dentist and general dentist videos • <i>Pros & Cons</i> worksheet	1. Print/photocopy the <i>Pros & Cons</i> worksheet (one per participant). 2. Prepare to share videos.	15 - 25 minutes
LEARN	• <i>Dentist for a Day</i> worksheet • Internet access	1. Print/photocopy the <i>Dentist for a Day</i> worksheet (one per participant).	20-30 minutes
REVIEW	• <i>Dentist Investigation Station</i> worksheet	1. Print/photocopy the <i>Dentist Investigation Station</i> worksheet (one per participant).	20 minutes

Lesson Three – Dentist

FOCUS: Pediatric Versus Adult Dental Patients – How Different Can They Be?

15-25 minutes

Purpose:

This lesson will take a look at what it is like to work with pediatric patients versus adult dental patients.

Materials:

- Pediatric dentist and general dentist videos
- *Pros & Cons*

Facilitation Steps:

1. Share these statistics with the participants:

Pediatric Dentistry: The projected percent change in employment from 2016 to 2026: 17% (Much faster than average)

General Dentistry: Overall employment of dentists is projected to grow 6% from 2021 to 2031, about as fast as the average for all occupations. About 5,100 openings for dentists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

2. Ask participants how they think being a pediatric dentist differs from being a dentist for adult patients. Share the information on the chart found at this link comparing pediatric dentists to general dentists.

<https://www.cltpediatricdentistry.com/2017/09/pediatric-dentist-vs-general-dentist-whats-the-difference/>

3. Have participants access the *Pros & Cons* worksheet.
4. Play one or more of the following videos about pediatric and adult dentistry.

Pediatric Dentistry
<https://www.youtube.com/watch?v=bJaczrlIvAY>

Pediatric Dentistry

<https://www.youtube.com/watch?v=bEPDTa553cc>

How to Become a Pediatric Dentist

<https://www.youtube.com/watch?v=aoFHve7JdWU>

A Day in the Life of a Dentist

https://www.youtube.com/watch?v=4htt3_zeGLQ

A Day in the Life of a Dentist

<https://www.youtube.com/watch?v=Kxn2gvVZDXI>

How to Become a General Dentist

<https://www.youtube.com/watch?v=EdTNZyYIxis>

It may be helpful to preview the *Pros & Cons* worksheet before watching the video.

5. After the video is done, go through the *Pros & Cons* worksheet, and ask participants to share answers.

Lesson Three – Dentist

LEARN: Dentist for a Day

20-30 minutes

Purpose:

The purpose of this activity is to have participants better understand what it is like to be a dentist on a typical workday.

Materials:

- *Dentist for a Day*
- Internet access

Facilitation Steps:

1. Have participants access the *Dentist for a Day* worksheet.
2. Explain to participants that, using the Internet and their knowledge, they will create a detailed journal for what their day might be like.
3. Encourage participants to make sure their detailed journal entries contain accurate information for working as a dentist.
4. If time allows share this video:
A Realistic Look in the Life of a Dentist
<https://www.youtube.com/watch?v=6nwyIJDqLg4>
5. Divide participants into groups of four and have them discuss their detailed journal entries.

Dentist for a Day

Use the space provided to record the details of your day as a dentist. Use personal knowledge and the Internet information to make your journal sound as interesting and accurate as possible.

Time	Activity	My Reaction

Lesson Three – Dentist

REVIEW: Reflection

20 minutes

Purpose:

Participants will reflect on the different careers in dentistry. They will complete a short research project to learn more about a specific type of dentistry.

Materials:

- *Dentist Investigation Station*

Facilitation Steps:

1. Distribute the *Dentist Investigation Station* worksheet.
2. Instruct participants to complete a short research project to learn more about the dentist career path.
3. Once participants have completed the *Dentist Investigation Station* worksheet, have them discuss what they recorded in each worksheet section.
4. Allow participants to share their thoughts about a career as a dentist before wrapping up this lesson. Specific questions can be: What would you find most interesting? What would be the most challenging for you?
5. If time allows, share additional videos on careers in teaching.

Pros and Cons of Being a Dentist

<https://www.youtube.com/watch?v=iSApOB7EUgY>

Do You Have What it Takes to Be a Dentist

<https://www.youtube.com/watch?v=5gg6ViDic0M>

Dentist Investigation Station

Directions: Use the Internet to research more about a career as a dentist.

Choose the type of dentist you wish to investigate: Pediatric Dentist General Dentist Cosmetic Dentist	Job Description (list at least 3 requirements): 1. 2. 3. 4. 5.
Required Training:	Job Outlook: What Does the Future Look Like?

Lesson Four – Orthodontist

Lesson Overview

An orthodontist straightens crooked teeth, but their work is quite complex. Students will participate in a variety of activities to better understand what an orthodontic career looks like.

Lesson Objectives

After completing this lesson, participants will be able to:

- Define what an orthodontist is
- Describe what an orthodontist does on a typical workday
- Discuss the impact of orthodontists on their patients

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• Orthodontist videos • <i>Occupation Profile: Orthodontist</i> worksheet • Internet access	1. Print/photocopy the <i>Occupation Profile: Orthodontist</i> worksheet (one per participant).	15 - 20 minutes
LEARN	• <i>A Day in the Life of an Orthodontist</i> worksheet • Markers	1. Print/photocopy the <i>A Day in the Life of an Orthodontist</i> worksheet (one per participant).	45 minutes
REVIEW	• <i>Why Do They Matter?</i> worksheet	1. Print/photocopy the <i>Why Do They Matter?</i> Worksheet (one per participant).	10 - 20 minutes

Lesson Four – Orthodontist

FOCUS: Occupation Profile

15-20 minutes

Purpose:

Most of us will go to the orthodontist many times during our lives. However, to better understand what it is like to be an orthodontist, let's complete the *Occupation Profile*.

Materials:

- Orthodontist videos
- *Occupation Profile: Orthodontist* worksheet

Facilitation Steps:

1. Share these statistics with the participants:
Orthodontists examine, diagnose, and treat dental malocclusions and oral cavity anomalies.

Overall employment of orthodontists is projected to grow 9% from 2020 to 2030, above the average for all occupations.

About 5,100 openings for orthodontists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

2. Distribute the *Occupation Profile* worksheet. They should research the information on their own and complete the sheet.
3. Play a “What is an Orthodontist” video. Here are a few to choose from.

<https://www.youtube.com/watch?v=eam9LtWcKRw>

<https://www.youtube.com/watch?v=O9W-Px0uHuM>

<https://www.youtube.com/watch?v=zmspt-Yz8-g>

4. After participants complete the *Occupation Profile* worksheet, have them share their answers. Explain to participants that they will use their *Occupation Profile* worksheet in the **LEARN** portion of the lesson.

Occupation Profile: Orthodontist

Job Title: Orthodontist
Job Outlook:
Typical Duties:
Salary:
Required Education:

Lesson Four – Orthodontist

LEARN: A Day in the Life of...

45 minutes

Purpose:

The purpose of this activity is to give participants a better understanding of what a typical day is like for an orthodontist.

Materials:

- *A Day in the Life of an Orthodontist* worksheet
- Markers

Facilitation Steps:

1. To help students understand what a typical day on the job is like working as an orthodontist, share one or more of the following day in the life videos:

<https://www.youtube.com/watch?v=wpq-nbsebUU>

<https://www.youtube.com/watch?v=XXCIXEBGwTU>

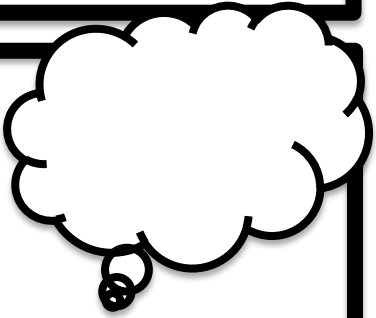
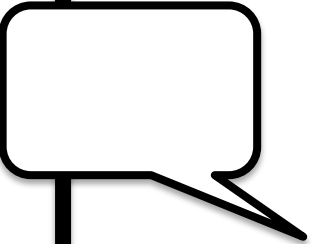
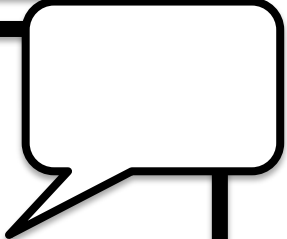
<https://www.youtube.com/watch?v=EGyUR7f4Gy0>

2. Distribute the *A Day in the Life of an Orthodontist* worksheet.
3. Have participants use their completed *Occupation Outlook* worksheets to create a comic strip that typifies a day in the life of an orthodontist.

Have participants create their comic strip using the *A Day in the Life of an Orthodontist* worksheet. Alternatively, they may create a comic strip layout on plain paper if desired.

4. Have participants share their finished comic strips aloud. Then have them post their comic strips in a public place in the room.
5. Ask if any students have had braces and been a patient of an orthodontist. Ask if the comic strips shared seem realistic based on their own experiences.

A Day in the Life of an Orthodontist

Lesson Four – Orthodontist

REVIEW: Reflection

10-20 minutes

Purpose:

Participants will reflect on an orthodontic career.

Materials:

- *Why Do They Matter?*

Facilitation Steps:

1. Explain to participants that they are going to reflect on their learning throughout this lesson.
2. Distribute the *Why Do They Matter?* Worksheet, and discuss the instructions. Allow participants to ask any questions.
3. Allow participants to complete the *Why Do They Matter?* worksheet.
4. Take time to review the participants' answers. Allow participants to share what they learned about a career in orthodontics.
5. If time permits, share a video highlighting the impact that orthodontics can have on a patient.

What's the Impact of Orthodontic Treatment on Quality of Life and Self-Esteem?

<https://www.youtube.com/watch?v=PfDPhU03hlc>

The Positive Impact of Orthodontic Treatment

<https://www.youtube.com/watch?v=uKTMp4YX74I>

Why Do They Matter?



Directions: In the space provided, write at least five sentences about the benefits or impact that orthodontists can have on their patients.

Lesson Five – Oral and Maxillofacial Surgeon

Lesson Overview

Maxillofacial surgeons diagnose and treat congenital and acquired diseases and deformities of the face, mouth, teeth, jaws, and neck. These professionals are usually one of the highest paying dental-related occupations. This lesson will expose students to this very lucrative and rewarding career choice.

Lesson Objectives

After completing this lesson, participants will be able to:

- Compare and contrast the roles and requirements of oral and maxillofacial surgeons versus general dentists
- Understand the typical job duties performed by oral and maxillofacial surgeons
- Discuss the requirements needed to become an oral and maxillofacial surgeon

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Compare and Contrast</i> worksheet • Internet access	1. Print/photocopy the <i>Compare and Contrast</i> worksheet (one per participant).	10-15 minutes
LEARN	• <i>Job Search 101</i> worksheet • Internet access	1. Print/photocopy the <i>Job Search 101</i> worksheet (one per participant). 2. Create a sample copy of the <i>Job Search 101</i> worksheet to model with participants.	45 minutes
REVIEW	• <i>Training 101</i> worksheet • Internet access	1. Print/photocopy the <i>Training 101</i> worksheet (one per participant).	10-15 minutes

Lesson Five – Oral and Maxillofacial Surgeon

FOCUS: Compare and Contrast

10-15 minutes

Purpose:

If you have oral health care concerns, you may be wondering whether you should contact an oral surgeon or a general dentist. While these terms are often used interchangeably, there are unique differences. This activity will explore the similarities and differences.

Materials:

- *Compare and Contrast*
- Internet access

Facilitation Steps:

1. Share these statistics with the participants:
The Bureau of Labor Statistics projects 7.7% employment growth for oral and maxillofacial surgeons between 2020 and 2030.

Oral and maxillofacial surgeons made a median salary of \$208,000 in 2020. The best-paid 25% made \$208,000 that year, while the lowest-paid 25% made \$156,210.
2. Distribute the *Compare and Contrast* worksheet, and instruct participants to research more information about each profession. Have them record similarities and differences on the chart.
3. After participants complete the *Compare and Contrast* worksheet, discuss their answers.

Compare and Contrast

Directions: Record similarities and differences for these careers in the respective spaces.

Oral and Maxillofacial Surgeon versus General Dentist	
Similarities	Differences

Lesson Five – Oral and Maxillofacial Surgeon

LEARN: Job Search 101

45 minutes

Purpose:

This activity aims to have participants better understand what skills are needed to become a good oral and maxillofacial surgeon.

Materials:

- *Job Search 101*
- Internet access

Facilitation Steps:

1. Share one or more videos about being an oral and maxillofacial surgeon, so that students understand what the job is like.

Here are a few suggested videos:

So You Want to Be an Oral and Maxillofacial Surgeon

<https://www.youtube.com/watch?v=fl7pZeCrMSQ>

What is Oral and Maxillofacial Surgery?

<https://www.youtube.com/watch?v=4ZL9nRqTXJQ>

A Day in the Life of an Oral and Maxillofacial Surgeon

<https://www.youtube.com/watch?v=RZjx6b7-Zus>

2. Explain to participants that they are going to complete the *Job Search 101* worksheet.
3. Encourage participants to use internet access to look for a job advertisement for an oral and maxillofacial surgeon. They should include a list of reasons they would be good candidates for the position.

Alternatively, they could also list some reasons why they would be bad candidates for the job.

4. You may want to complete one example of the *Job Search 101* worksheet as a personal example to share with participants.
5. After completion, divide participants into groups of three or four. Have them discuss whether they would be well suited for this career.
6. Bring the entire group back together to share their responses.

Job Search 101

Directions: Look online to find a job description for an oral and maxillofacial surgeon. Copy the advertisement into the space provided. Then list as many reasons as you can think of that make you a good candidate for the position. Alternatively, list any reasons you can think of that make you a poor candidate for the position.

Job Title/Advertisement:	I would be a good fit for this job because:
	I would be a poor fit for this job because:

Lesson Five – Oral and Maxillofacial Surgeon

REVIEW: Reflection

10-15 minutes

Purpose:

Participants will reflect on what is required to become an oral and maxillofacial surgeon.

Materials:

- *Training 101* worksheet
- Internet access

Facilitation Steps:

1. Distribute the *Training 101* worksheet.
2. Have participants research the required information for this position.
3. Allow participants to reflect on this career choice. Ask them to think about the impact these professionals have on the patients they serve.

Training 101

Directions: Review the the job requirements needed to become an oral and maxillofacial surgeon.

Educational and Training Requirements:

Typical Job Duties:

Specific Skills Needed:

Approximately Salary: